NTS

The Government of Punjab, School Education Department
(Entry Test for the Recruitment of Educators in all Districts of Punjab)

Educator's Qualify Test

For Elementary School Educator

Arts Group (BPS-9)

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INSTRUCTIONAL PLANNING, STRATEGIES, LEARNING ENVIRONMENT

(PEDAGOGY)

METHODS OF TEACHING

1. LECTURE METHOD

Lecture lays emphasis on the presentation of the content. Teacher is more active and students are passive participants but he uses question–answer technique to keep them attentive in the class. Teacher controls and plans for all acts of students.

STEPS:

i) Preparation: First of all, pupils mind should be prepared to receive the new knowledge. Nothing is to be imparted in vacuum. New knowledge is retained in the mind when it is linked with the relevant previous knowledge. For this purpose, the teacher render;

Put questions

Narrate a story use some audio–visual aid.

Discuss some relevant topic

ii) Presentation: After preparing the students, and announcing the aim of the lesson, teacher starts the presentation of the lesson. Here the teacher uses a number of teaching devices like questioning, narration, explanation, audio–visual aids etc. to make the various ideas clear to the pupils.

iii) Comparison or association: Facts or examples presented in the previous step should be compared and contrasted so that the pupils understand their mutual relationship.

iv) Generalization: Here they understand similarities and different relations. This leads to formulation of general principles, rules and formulas.

v) Application: The generalizations arrived at are applied to solve problems. Knowledge becomes useful when it is put to use.

Advantages:

The following are the major advantages of lecture method.

1. The habit of concentration may be developed among the students.
2. It is an economical teaching method. A large subject content may be taught relatively in small duration.
3. Very high order of cognitive objectives may be achieved.
4. The personality of teacher influences the learner's personality.
5. The new content can be easily introduced.
6. It provides the opportunity to the teacher to use different types of teaching aids.
7. Teacher can employ his full verba communication and competency.

DISCUSSION METHOD

The discussion method of teaching is process in which a small group assembles t communicate with each other, using speaking listening and nonverbal processes in order t achieve instructional objectives. There are grou members, who have reciprocal influence over on another and they are affected by the behavior c one another in the group. The participants us the available time to communicate with eac other.

Principles:

This strategy is based upon the followin principles of teaching:

(1) Principle of active participation.
(2) Principle of freedom for work.
(3) Principle of group work and equ opportunities to as questions and to answ them.

Planning for Discussion:

a. Choosing the discussion topic:
b. Phrasing the Discussion Question:
c. Outlining the Topic
d. Planning Discussion Strategy, T Beginning Phase:
e. Planning the Discussion Strategy, T Middle Phase.
f. Planning Discussion Strategy, The E Phase:

Advantages of Discussion Method:

The following are advantages of discuss method

a. Discussion helps students assimilate integrate information, they have initi acquired from reading or lecture.
b. Discussion is useful for emphasizing connection between old and knowledge.

c. Discussion is most useful to teach the process of learning that is thinking. A provocative question in discussion stimulates more thinking than a rhetorical question in a lecture.

d. What student can learn about thinking during class discussion.? They learn to approach a process, a problem, or a topic rationally, monitor their own thinking process and question their implicit assumption.

e. The discussion is particularly good at revealing students attitude.

f. Discussion is especially useful in social sciences or social studies because it is ideal way to demonstrate to students of any social, cultural and political problem to be evaluated.

g. Discussion method is practically effective at increasingly students interest involvement.

h. Discussion can promote interpersonal relationship, student rapport, independence and motivation in ways attained by the teacher alone.

DEMONSTRATION METHOD

In demonstrating method, teacher actually performs in front of students. Students observe while teacher explain the event and phenomenon.

Advantages

(i) It helps in involving more senses to make learning permanent.

(ii) Though, teacher behavior is autocratic, he invites the cooperation of pupils in teaching–learning process.

(iii) It develops interest in the learners and motivate them for their active participation.

(iv) It helps in achieving psychomotor objectives.

(v) Any simple or complex skill becomes easy to understand.

Disadvantages

(i) It can be used only for skill subjects.

(ii) Only the attention of the learners is invited towards the activity demonstrated. They are not free to discuss about it.

(iii) Due to poor economic conditions of the government–school scarcity of audio–visual aids and equipments: And, the teachers are not so creative to produce hand–made models for demonstration.

(iv) There is a general of sincerity and diligence among teachers. Who wish to complete the syllabus or syllabi at the earliest without putting sincere efforts.

HEURISTICS METHOD

The term "heuristics' has been borrowed from the word 'Heurises', it means, "discover or investigate". The purpose of communication is to develop the tendency of investigation. Arm Strong is the exponent of this strategy. It is based upon the assumption of Herbert Spencer that the learner should be told as little as possible and he should be encouraged to learn himself as much as possible.

A problem is placed before the learners and they attempt to seek the solutions of the problem. The learners get full freedom of working and thinking. The number of devices are used for solving the problem.

Advantages:

The following are the main advantages of Heuristic strategy of teaching:

(1) It develops the scientific attitude of the leaner and tendency of observation.

(2) It evolves the feeling of self confidence and self reliance.

(3) The teacher provides the individual guidance to the learner.

(4) The teacher remains active.

(5) It develops logical and imaginative thinking among the learner.

(6) It is based upon psychological principles of learning.

(7) It creates the situation for divergent thinking.

PROJECT METHOD

a. Project method or a project has been defined in various ways such as 'it is the form of coordinated activity that's directed towards the learning of significant skill or process. It also involves the acquisition of much useful information and inevitably inviolately affects attitudes and interest (Wesley).

b. It is a problematic act carried to completion in its natural setting (Kilpatrick)

STEPS IN A PROJECT

1. Provision of a situation

   A situation is identified or arranged in which some problems are available with interesting ingredient for the pupils.

2. Selection of Objectives

   A teacher guides and facilitates his pupils in this phase too, to select and find out aims and objectives of the project being selected, keeping in mind real needs of pupils.

3. Planning

   This is a very important step, so one must be careful in drawing a blueprint for a project. Planning should include a few alternatives. A discussion to exchange group ideas and views is very crucial. Suggestions must be critically examined and utilized.

4. Execution

   Among group members are assigned duties in a way that all get activities of their choice and capability. No doubt, it needs patience of contributors to make it a success. In one project many activities can be developed. They all help in knowledge growth.

. Evaluation

   Work done on project must be evaluated by themselves (student group) and supervisor (teacher) as well, to locate the follies. Self–criticism is worth training giving. In this step objectives (pre–set) of that project are the standard and performance is measured against this standard.

Recording

Group / individuals must maintain a full record of various steps.

vantages:

It has the following advantages:

Project strategy is based upon psychological and sociological principles.

The new knowledge is imparted by linking it with their life situations.

It develops insight toward life problem.

(4) All school subject can be taught by a integrated approach.

(5) Project Strategy provides an opportunity for work experience, divergent thinking and social efficiency.

ACTIVITY METHOD

Activity method brings the students close to the real life situation. They get firsthand experience in an environment in which they are performing certain activity. It is recognized that the directed activities give reality to learning and effective teaching uses all available sources.

Different types of Activities

1.	Exploratory	–	Knowledge getting
2.	Constructive	–	Experience getting
3.	Expressional	–	Presentation

Various activities suggested in the curriculum

a. Filling in Muslim majority areas in the outline map of the subcontinent.

b. Filling in boundaries of Pakistan in the outline map of the subcontinent.

c. Participation in the debates and dramas.

d. Organizing pupil show and taking part in the role playing.

e. Making charts.

PROBLEM SOLVING METHOD

This method is considered to be an excellent method since it develops skill and scientific attitude. Students become self dependent, self reliant and self confident. But this is a long and slow process in which too much stress is laid on practical work. It presupposes that all the students are problem solvers.

We may define problem solving as: "A manner of dealing with that, which is problematic. A method involving clear definition of problems confronted, formation of hypothetical solutions hunch or suggestion, deliberate test of hypothesis until evidence warrants its acceptance".

Advantages

Problem solving method do possess benefits that are listed as below.

- Pupils learn facts themselves. This is real education / learning.
- Discovery takes place. Acting in new situation is learnt. Confidence to face the problem is developed.

- Defining the problem and verification of result is learnt.
- Curiosities of pupils are satisfied and devices are found out.
- Ideas are born and originality is developed.

INDUCTIVE METHOD

In this method, the child is enabled to arrive at the general conclusion, establish laws or formulate generalizations through the observation of particular facts, and concrete examples. A universal truth is proved by showing that, if it is true for a particular case and is further true for a reasonably adequate number of cases, it is true for all such cases. The formula or generalization is thus arrived at through a convincing process of reasoning and solving of problems.

Merits

1. It is easy to understand a grammatical or mathematical principle established through a number of simple examples.
2. It is a logical method.
3. It gives the opportunity of active participation.
4. It is based on actual observation, thinking and experimentation.
5. It reduces dependence on memorization and homework.

Drawbacks

1. It is limited in range. It contains the process of discovering the formula with the help of a sufficient number of cases, but 'what next' is not provided in it.
2. Inductive reasoning is not absolutely conclusive. Three or four cases are picked up to generalize an observation.
3. It is likely to be laborious and time-consuming.
4. At the advanced stage, it is not so useful as some of the unnecessary details and explanations may become dull and boring.

DEDUCTIVE METHOD

It is the opposite of the inductive approach. Here the learner proceeds from general to particular, abstract to concrete and formula to examples.

Merits

1. The method is short and time-saving. The books and teachers, thus, have some preference for it.
2. It glorifies memory, as the students have to memorize a considerable number of formulae and definitions.
3. During practice and revision stage, deductive method is adequate and advantageous.
4. It combines with the inductive method to remove the incompleteness and inadequacy of the latter.
5. It enhances speed and efficiency in solving problems.

Drawbacks

1. It is very difficult for a beginner to understand an abstract formula if it is not preceded by a number of concrete instances.
2. Pure deductive work requires a formula for every type of problem and an extensive use of this method will demand the blind memorization.
3. Here memory is more important than understanding and intelligence.
4. If the pupil forgets the memorized formula which is very likely in cramming, he cannot recollect and reconstruct the formula easily.
5. The students cannot become active learners.
6. It is not suitable for the development of thinking, reasoning and discovery.

DRILL METHOD

Major Characteristics:

There is a repeated performance of a learning act until a desired level of skill to do the act correctly is attained or the teacher and student settle for a lesser level of competency. The performance may be verbal, as in music, speaking a foreign language, and speech correction and therapy; written, as in mathematics, spelling, and shorthand; or manual as in industrial arts, art, athletics and physical education, and typing.

Merits:

May be used to develop a desirable skill to perform an act or to acquire a proficiency, especially one that may be habituated, to continue to repeat an act, to make something or to write or say something until it is fully

understood, to accomplish something overtly that provides a student with a competency or sense of satisfaction, especially if it motivates further participation in learning activities to develop an understanding of the principles underlying the operation of a machine, a tool, or object used in the performance of the skill to be able to judge the quality of such an object to individualize instruction, especially through use of teaching machines, computers, and audio-visual equipment.

QUESTION-ANSWER METHOD

The Socratic strategy is known as question-answer strategy. It is developed by the famous philosopher Socrates. He assumes that all knowledge within the learner and teacher has to unfold it. He further assumes that teacher should present the subject-matter in such a way that learner recognizes the truth and he can identify himself with it.

Focus: The strategy aims at achieving the cognitive objectives and bringing knowledge at the conscious level.

Structure: Socrates has suggested three steps in this strategy:

(1) To prepare questions are arrange them in a sequence.

(2) To present the questions in appropriate way so that curiosity may be created among the learners.

(3) To ask new questions by liking with the learner's responses. Teacher is able to recognize the intention of learner and provides motivation accordingly.

Purposes

(a) Exploring the entering behaviours of the learners.

(b) Provides motivation and encouragement.

(c) Makes them active in the classroom.

(d) Establishes a chain of learning by linking previous knowledge with new knowledge.

(e) Provides the direction to the mental process of learning.

(f) Develops thinking and analysis abilities of the learners.

(g) Revise the teaching content.

(h) Evaluates the effectiveness of teaching learning activities.

Advantages:

The following are major advantages of question-answer method.

(1) The classroom verbal interaction can only be encouraged.

(2) The learner remains active and participates in teaching acts.

(3) The new knowledge is imparted by linking with earlier acquired knowledge.

(4) It involves psychological principles of learning.

(5) It is more useful at primary and secondary level.

(6) It reduces the chances of indiscipline in classroom teaching.

(7) While asking the questions teacher should keep in mind the abilities, needs and interest of the learners.

MICRO TEACHING

The term, first of all, was coined by Dwight W. Allen and his co-workers in 1961 at Stanford University, U.S.A. It is now considered as a very effective teacher training technique at preservice and inservice level and used as an effective research tool all over the world.

Definitions

In order to understand the concept of Micro Teaching more clearly and precisely, let us study the expert views on it.

1. View of Allen:

Allen (1996) defined Micro Teaching as, "a scaled down teaching encounter in class size and class time". In this way, teaching is reduced to simple form. Size of the class is reduced to 5-10 students. Duration of teaching period is reduced to 5-10 minutes.

2. View of Bush:

According to Bush, Micro Teaching is "a teacher education technique which allows teachers to apply well defined teaching skills to a carefully prepared lesson in a planned series of five to ten minutes encounter with small group of real class-room students, often with an opportunity to observe the performance on video-tape".

MICRO TEACHING SETTING

According to the definition of micro teaching, "the teacher teaches a short lesson

based on one skill, under practice to a small class for a short period of time".

Size of the Micro Class: According to the central concept of micro teaching, size of the class is reduced in order to produce environment for 'learning to teach'.We generally use 5–10 students in a micro–class.

Types of Pupils: The student–teacher has to perform the role of a teacher, of a student, and of a supervisor. These different roles by the student–teacher benefit him in acquisition of the teaching skill under practice.

Time Duration: In micro–teaching setting, the duration of micro class is also reduced. Usually, the duration of micro class is 5–10 minutes.

Teaching Skills

Micro–teaching is used for developing certain teaching skills. A teaching skill is defined as a set of teacher behaviours which are especially effective in bringing about desired changes in pupil–teachers. There are various teaching skills which can be developed among pupil–teachers. Allen and Ryans (1969) have suggested the following fourteen teacher–skills:

1. Stimulus variation
2. Set induction
3. Closure
4. Silence and non–verbal cues
5. Reinforcement
6. Asking questions
7. Probing questions,
8. Divergent questions,
9. Attending behaviour,
10. Illustrating,
11. Lecturing,
12. Higher order questions,
13. Planned repetition, and
14. Communication completeness

ADVANTAGES OF MICRO TEACHING

1. Reduces complexities:

Micro teaching is a scaled down teaching in terms of class size, class time and teaching skill. It reduces the complexities of Macro teaching.

2. More understanding of teaching:

Micro teaching breaks the whole teaching into different teaching skills. Each skill separately provides opportunity to see teaching more clearly.

3. Individualised teaching:

Micro teaching focuses on one individual at a time. Efforts are made to improve teaching of that teacher.

4. Feedback mechanism:

The expert gives his observation in the form of suggestions and practical demonstration to improve teaching.

5. Simulated teaching:

When peers perform the role of students, it is called simulated teaching.

6. Behaviour modification technique:

Micro teaching provides feed–back to teachers to improve their teaching in required direction.

7. Better than traditional teaching practice programmers:

Limitations

1. Costly:

If video recording is to be done, then it is very costly. It is easy to use it.

2. Lack of experts.

In micro-teaching, an expert observes the micro–lesson, then he provides feed–back. It is not an easy job. We have very few experts who can perform different skills properly and provide feedback to student teachers.

3. Not Real teaching:

To teach a few students for a short duration of time is not actually a real teaching. In real class–room situations, teacher has to control the class also.

4. It is training technique:

Micro teaching is, in fact, a training technique for teacher–trainees. It cannot be used to present subject matter to students.

5. Intergration of skills is not easy:

Micro teaching provides training in individual skills. After that those teaching skills are integrated. But integration of skills is not an easy job.

SIMULATION METHOD

The words simulation is derived from the word 'simulate' which means to reproduce certain conditions by means of a model, for study or training purposes, for example, to simulate flight

sing a model flight in a wind tunnel. So, imulation refers to operation in which a real ituation is represented in another form.

Simulation, is an articial situation of the upil teacher in the class-room. It is telling the udents through artificial environments how to ope with various class-room situations. In other ords it is meant to create artificial situations hich provide artificial experiences for he articipants.

In our daily life, we notice children using mulation during play. Small girls play the role of eir mothers using toy kitchen set. When a male ild puts on beard and moustaches on his face, d a little girl serves the dishes to him, they are id to simulate that is, initiate the acts of their rents. During N.C.C. training, young boys and rls are engaged in simulating the war strategies.

IMULATION IN TEACHING

A very important and pertinent question rikes one's mind: Why should a teacher-trainee e not asked to undergo teaching practice- irectly in actual class-room situation? Being a ainee, he is not perfect and as such, the time of e class may get wasted and instead of any od teaching, much harm is likely to be done to udents. This is why in teaching also, the chnique of simulation has been introduced.

DVANTAGES OF SIMULATED TEACHING

Simulation motivates and involves student teachers.

It can be enjoyable, realistic and helpful.

It forms a valuable element in the practical professional work of student teachers.

If forgets close links between theory and practice.

Simulations are self-monitoring. Participants recognize own progress by various feedback methods.

Personal tensions in the teaching situation are likely to be reduced by the process of self-monitoring.

blems and Limitations

Its use cannot be made in all subjects of the curriculum.

It cannot be conveniently used in case of small children.

3. It requires a lot of preparation on the part of teachers.
4. We cannot afford the use of costly, sophisticated audio-visual materials.
5. It also reduces the seriousness of learning.

PROGRAMMED INSTRUCTION

Generally speaking, the instruction provided by a teaching machine or programmed text books is referred to as Programmed Learning or Programmed Instruction.

1. Views of Smith and Moore: "Programmed instruction is the process of arranging the material to be learned into a series of sequential steps, usually it moves the student from a familiar background into a complex and new set of concepts, principles and understanding".
2. Views of Michael J. Apter: On the basis of these definitions we can sum up that:

(i) Programmed learning is a method of individualized instruction.

(ii) The main concern of programmed instruction is to present the material in logical and sequential order.

(iii) Each unit or step contains not only information but it is also terminated with a question.

(iv) In programmed learning the learner proceeds through instructional material at his own speed.

(v) It has a provision for immediate feedback which is based on the theory of reinforcement.

(vi) It has the provision for continuous evaluation.

TYPES OF PROGRAMMED INSTRUCTION

1. Linear Programming

The Linear style of programming was developed by B.F. Skinner. It is in a straight line and extrinsic in nature. The learner starts from his initial behaviour and moves to the terminal behavior following a straight line.

In a linear programme, the subject-matter is divided into very small steps known as frames. The learner is required to respond actively at each step. His response is immediately confirmed before he goes to the second frame. It re-inforces his behavior. By proceeding from one step to

another, the learner may then be able to acquire the desired learning experiences.

The programme is so structured that the probability of correct responses becomes very high.

Linear programming can be produced in book form for use on a linear teaching machine.

All the steps (frames)are so small and sequenced in such a way that the learner makes only correct responses. In case, the learner does not respond correctly to a particular frame he may be required either to repeat the frame or may be acquainted with the correct response.

2. Branching Programming

In branching programming the frame size is much larger than that of linear programming. It is followed by multiple choice answers, only one of which is correct.

It is designed to test student's learning of the material. If he chooses the correct answer, he is told that his answer is correct, and he is then presented with new information. If his answer is incorrect, he is told why is it wrong, and he either returns to the main stem to re-read the information or is routed along a remedial sequence.

Branching programmes may be produced for use on a teaching machine or in book form. The book form is known as the scrambled text book.

Diagrammatic Representation of Branching Programming:

The figure shows the main line and branches. As error on any step may lead to sub-sequence or branch, and then, after certain instructions, back to the main line and so on.

ADVANTAGES AND APPLICATIONS OF PROGRAMMED INSTRUCTION

1. The student remains active throughout when he is using a programme.
2. Programmed learning is basically and individualized instruction. Each student proceeds at his own pace. In a conventional teaching, the teacher attends to only children with average abilities. Consequently, the intelligent and the slow learners are ignored.
3. Immediate re-inforcement helps a child to know whether his answer is right or wrong. In normal class feed-back takes a long time.
4. A programme is planned and prepared much more carefully than a teacher would do for a conventional teaching programme.
5. Each programme has to prove itself to be effective during the progress of validation and must be re-written as many times as is necessary.
6. A programme is not a human being and hence can be used at any time of the day.
7. Programme material or teaching machines never get tired and lose their temper or patience.

LIMITATIONS OF PROGRAMMED LEARNING

Programmed instruction has the following limitations:

1. Direct teacher-pupil relationship or contract is not there.
2. Mere manipulation of a machine is not rewarding to children. Once the novelty wears off and if, at the start, too many errors appear the pupil loses interest and motivation. Later the re-inforcements often do not accelerate learning.
3. In language learning, speech is important and there is no scope for providing this experience in programmed learning.
4. Programmed instruction restricts the learner's freedom of choice resulting in damping of his imagination and initiative.
5. Operant conditioning is not found successful with all and in every situation.

COMPUTER ASSISTED INSTRUCTION (C.A.I.)

In CAI the computer interacts directly with the learners while presenting lessons. It delivers instruction directly to students and allows them to interact with the computer through the lessons programmed in the system. The computer's ability to engage in instructional 'dialogue' with the student while delivering information makes it adaptable to any number of instructional situations. It can facilitate various instructional modes. Let us discuss these modes in brief here:

(i) Tutorial Mode: In the tutorial mode, as programmed instruction, information presented in small units followed by question. The student's response

analysed by the computer and appropriate feedback is given.

(ii) Drill or practice: This mode is to make sure that concept, rule and procedure has already been learned by the learner. The programme leads the learner through a series of examples to develop dexterity and fluency in using the skill.

(iii) Discovery mode: In this mode inductive approach to learning is taken up, that is, the problems are presented and the learner solves those problems through trial and error.

(iv) Simulation mode: In simulation mode the learner confronts a scaled down approximation of a real-life situation. Thus, this mode allows realistic practice without the expense of risks otherwise involved.

(v) Gaming mode: Gaming mode can or cannot be instructional. It is mostly recreational in purpose, while sometimes it teaches through games. It is specially suitable for young children.

Advantages:

(1) The novelty of working with a computer raises the learner motivation:

(2) Colour, music and animated graphics can add realism and appeal to drilling exercises, laboratory activities, simulations etc.

(3) High-speed personalized responses to learner actions yield a high rate of reinforcement;

(4) Memory capacity allows student's past performance to be recorded and used in planning the subsequent steps;

(5) Step, can present a more positive and effective climate, especially for slow learner.

(6) The record keeping ability of the computer makes individualized instructional feasible. Individual prescriptions can be prepared for all students (particularly mainstreamed special students) and their progress can be monitored.

(7) The teacher's span of control's enlarged, as more information is put easily at the teacher's disposal, helping to keep control close to him.

Limitation:

(i) Despite the dramatic reduction in cost of computer and computer use, computerized instruction is still relatively expensive. Careful consideration must be given to the costs and benefits of computers in education. Maintenance can also be a problem especially if the equipment subjected to heavy use.

(ii) The design and production of computer specifically for instructional purposes has lagged being design and production for other purposes.

(iii) There is a lack of high quality direct-instruction master for use with computers, especially for the micro-computers. There is also a compatibility problem-often the software developed for one computer system cannot be used with another. The case with which the software-especially cassettes can be duplicate without permission has inhibited commercial publishers and private entrepreneurs from producing and marketing instructional software.

TEAM TEACHING

Team teaching is a comprehensive term with many faces. In most widely applied sense, it means giving two or more teachers a joint responsibility for the education of group of pupils larger than what is generally considered a normal size of class.

TEAM TEACHING DEFINED

1. Views of Shaplin:

Shaplin has defined team teaching in the following words: "Team teaching is a type of instructional organization, involving teaching personnel and the students assigned to them, in which two or more teachers are given responsibility, of working together, for all or a significant part of the instruction of some group of students."

2. Views of M.B. Naik:

"In a team teaching method, two or more teachers make a plan of the subject or subjects co-operatively, carry it out, and always evaluate its effect on the students periodically."

In brief, team teaching refers to the following factors or components:

1. It involves more than one teacher i.e. there is a group of teachers.
2. Teaching becomes a joint responsibility. This includes instructional planning and other aspects of teaching. Team teaching is essentially cooperative teaching.
3. It is an organization of instructional material or courses of studies at all educational levels such as elementary, secondary or college levels.
4. The number of teachers depends upon nature and objectives of the course, the size of the class and the facilities to be used.

ADVANTAGES OF TEAM TEACHING

1. Better utilization of resource: It results in the optimum use of available resources, human material and finance. A number of teachers can work together and make the best use of their specialized knowledge.
2. Better planning: Team teaching overcomes repetition and allows every teacher to devote more time towards planning and preparation of his unit.
3. Effective use of teaching techniques: Team teaching leads to the integration of the curriculum. Teaching becomes more meaningful and effective. Teachers observe each other and thus improve their teaching techniques.
4. Better follow-up- work: It ensures better follow up work as a number of specialists teach the same subject to the same class.
5. Better motivation: It provides better motivation for good teachers to become team leaders and better motivation for the students while they are being taught by a number of teachers. Teachers with greater technical skills influence the performance of their expert colleagues.

In addition to these advantages, team teaching if very useful for gifted or intelligent students, as well as for the slow learners. It also helps in solving the problem of shortage of subject teachers and ensures improvement of instruction and school atmosphere as a whole.

COOPERATIVE LEARNING

Cooperative learning takes many forms within classrooms. Its essential characteristic is that it fosters positive interdependence by teaching students to work and learn together in a small-group setting. Traditional cooperative learning groups consist of three to four students who work on an assignment or project together in such a way that each group member contributes to the learning process and then learns all the basic concepts being taught. Both individual students and the group as a whole are held accountable for the outcome.

Features of cooperative learning

1. Positive Interdependence: In traditional classrooms, where competition is emphasized, students experience negative interdependence-competing with one another for educational resources and academic recognition. Competition encourages better students to hoard knowledge and to celebrate their successes at the expense of other students. In cooperative learning classroom, students work together to ensure the success of each student. Positive interdependence teaches students that school life for each one of them is enhanced when everyone succeeds.
2. Face-to-Face Interaction: The small group setting allows students to work directly with one another, to share opinions and ideas, to come to common understandings, and to work as a team to ensure each member's success and acceptance.
3. Individual Accountability: In cooperative learning settings, each student is held accountable for his or her own academic progress and task completion, apart from the accomplishments of the group as a whole.
4. Development of Social Skills: Cooperative learning offers students a chance to develop the interpersonal skills needed to succeed at school, work, and within the community.
5. Group Evaluation: Groups of students need to evaluate and discuss how well they are meting their goals, what actions seem to hurt group interactions.

Merits

Benefits of cooperative learning

1. Improve comprehension of basic academic content

- Reinforces social skills
- Allows student decision making
- Creates active learning environment
- Boosts students' self-esteem
- Celebrates diverse learning styles
- Promotes student responsibility
- Focuses on success for everyone

ROLE PLAYING OR DRAMATIZATION

The Drama is a form of English literature like prose and poetry. It is also an effective method of teaching as well as device of training. It is effectively used for teaching historical stories and events. The events of history can not be repeated but can only be dramatized by role-playing. The historical content can be made more effective and interesting for the students. The following are the main methods of teaching drama:

Structure:

It is a dramatic strategy. The student-teacher has to play the role of student and teacher. The student-teacher has to teach a small lesson to his own colleagues, assuming them as secondary class students. They have to act as students. Every pupil has to teach a lesson in a rotation. The teaching is followed by discussion and suggestions which are given for the modification and improvement of behavior.

Characteristics:

A good drama includes the following characteristics:

- The story should be effective and interesting.
- The subject-content should be full with the feelings for the welfare of making.
- The character or role should be encouraging and effective.
- The dialogue should be active and alive. The dialogue should be short.
- There should be coordination among the activities and the dialogues.
- The play should be effective for developing the feelings and under standing of the students.
- The vocabulary and style of language should be according to the level of the students.

8. The size of play should not be too long. The long drama should be divided into parts or serials like the television.
9. The subject content and dialogue should not reflect adversely on any religion or community.
10. The dialogue and songs should be simple and easy to comprehend easily.
11. There should be turnover in the dialogue so that monotony can be removed. It may be the source of recreation and enjoyment.

Advantage:

This strategy has the following advantages:

1. It provides an opportunity for rehearsal prior to actual classroom teaching.
2. The pupil teacher understand his own teaching activities through analysis, synthesis and evaluation.
3. It is useful for developing social skills.
4. It provides immediate reinforcement for the modification of his behavior.

Limitations:

The strategy suffers from the following limitations:

1. The learning situations are more artificial and pupil-teacher fails to present its real form.
2. It cannot be used for developing specific teaching skills.

SIGNIFICANCE OF LESSON PLANNING

i. Proper lesson planning helps the teachers to do justice with different aspects of the lesson.

ii. Lesson planning helps teacher in identifying the teaching objectives and managing teaching-learning to achieve these objectives.

iii. Lesson planning helps the teacher to plan and use essential component behaviours and teaching skills helpful in realization of teaching objectives. It develops reasoning thinking and imagination powers of the teacher.

iv. Lesson plan helps in making teaching more purposeful properly coordinated and gives the student-teacher more confidence and better performance.

v. Lesson planning prevents wastage of time and energy because it helps the teacher to be systematic and orderly. It saves him from haphazard teaching.

vi. The pattern followed in a lesson plan helps the teacher to teach, revise and evaluate his teaching. Thus, it helps the pupil in fixing up the knowledge of the subject-matter in their minds.

vii. Proper lesson planning helps in maintaining discipline in the classroom by keeping the students busy in teaching-learning process.

viii. It helps in maintaining the sequence of content and presentation. It prevents the teacher from deviate from the topic. Thus, it prevents duplicacy and confusion.

Lesson-planning gives the teacher confidence and makes the teaching-learning process slick: It provides adequate lesson summaries, helps in assignments and in the selection of proper strategies, tactics and audio-visual aids.

MEANING AND DEFINITION OF LESSON PLAN

i. According to Smith. B.O. (1983) "Daily lesson planning involves defining the objectives, selecting and arranging the subject-matter and determining the method and procedure".

ii. According to Copper Thomas E. (178) "A teaching outline of the important points of a lesson arranged in order they are to be presented, it may include objectives, points to be made, questions to be asked, references to materials assignments etc."

Herbartian Approach To Lesson Planning

It is based on a apperceptive theory of learning i.e. mind of the child is like a clean slate. If the new knowledge related to previous knowledge is given. It will be more easy and retainable for a longer period.

This approach is influenced by classical human organization theory because it is a teacher centred approach.

This approach is used for memory level teaching and involves five steps.

(a) Preparation

(b) Presentation

(c) Comparison

(d) Abstraction

(e) Generalization

This approach is commonly used in teaching of various school subjects. On the basis of five steps outline of a lesson plan is given in the following form.

Date ________

Class ________

Period ________

Subject ________

Topic ________.

General Objective

These objectives are formulated by the teacher in his subject keeping in view of entering behavior of the learners.

For example: To develop the knowledge of grammar among the students.

Specific Objectives:

These objectives are formulated on the basis of general objectives and considering the nature of the topic and level of students. These are specified in terms of knowledge, skill or appreciation. These objectives are written in behavioural terms.

For Example

Student will be able to recall the definition of noun.

Student will be able to enumerate the examples of noun....

Introduction:

Here, the teacher employs his insight and experience for linking new knowledge with the previous knowledge of the students. The topic is not introduced directly but it is usually emitted by the students' responses by asking introductory questions.

Teaching aids.

Audio-visual aids are selected according to the proposed topic.

Previous knowledge

Students' previous knowledge is mentioned. For example Students are familiar with figure of speech. They know that nouns are naming words.

Statement of aim:

The teacher gives his statement of teaching topic by incorporating the students' responses

For example "Today, we will study about the noun and its kinds"

Presentation:

The teacher prepares the developing questions after introducing the topic. These questions are arranged in logical sequence, i.e. from simple to complex, considering the structure of the topic.

Explanation:

The teacher is supposed to explain the answers of the given answer form.

Blackboard summary:

The teacher has to prepare the blackboard summary of his teaching points and explanations.

Review questions:

The purpose of these questions is to practice the students' learning and evaluate their performance whether they have comprehended the teaching unit or not. These review questions are asked only after running the blackboard summary.

For Example

Q.1 What is the definition of noun?

Q.2 Give some examples of noun.....

Home assignments:

At the end of the lesson plan, home assignment is given to the students on the same teaching unit. The purpose of home work is to practice, to organize and to study the topic for better understanding and retention.

MCQs

1. In teaching experienced members guide the immature one's for
   (a) Spending time
   (b) Qualification
   (c) Quality of life
   (d) Adjustment of life
2. Which is not the focal point of triangular process of teaching
   (a) Teaching method
   (b) Teacher
   (c) Pupil
   (d) Contents
3. The goal of teaching is
   (a) To give information
   (b) to involve pupils in activities
   (c) To impart knowledge
   (d) Desirable change in behaviour
4. The rules of presenting the contents to make them easy are called
   (a) Methods of teaching
   (b) Maxims of teaching
   (c) Techniques of teaching
   (d) Teaching strategies
5. SOLO stands for
   (a) System of the observed learning outcome
   (b) Structure of the observed learning output
   (c) Structure of the observed learning outcome
   (d) System of the observed learning output
6. SOLO taxonomy consists of levels
   (a) 2 (b) 3
   (c) 4 (d) 5
7. With reference to solo taxonomy one aspect of a task is understood in
   (a) Unistructural level
   (b) Multistructural level
   (c) Relational level
   (d) Extended abstract level
8. Two or more aspects are understood in
   (a) Unistructural level
   (b) Multistructural level
   (c) Relational level
   (d) Extended abstract level
9. Integration is developed between two or more Aspects in
   (a) Unistructural level
   (b) Multistructural level
   (c) Relational level
   (d) Extended abstract level
10. To go beyond the given in formation is
    (a) Unistructural level
    (b) Multistructural level
    (c) Relational level
    (d) Extended abstract level
11. SOLO taxonomy was presented by
    (a) Bloom (b) Krath whol
    (c) Simpson (d) Biggs & Collis
12. Students are passive in
    (a) Project method

(b) Discovery method
(c) Lecture method
(d) Inquiry method

13. Symposium is a type of
(a) Discovery method
(b) Discussion method
(c) Lecture method
(d) Demonstration method

14. Heuristic means
(a) To investigate
(b) To show
(c) To do
(d) To act

15. Arm strong was the exponent of
(a) Problem solving method
(b) Project method
(c) Discussion method
(d) Heuristic method

16. According to Kilpatrick, the types of projects are
(a) 2 (b) 3
(c) 4 (d) 5

17. Activity involves
(a) Physical action
(b) Mental action
(c) Many action
(d) Physical and mental action

18. We move from specific to general in
(a) Inductive method
(b) Deductive method
(c) Drill method
(d) Discussion method

19. Practice is made in
(a) Inductive method
(b) Deductive method
(c) Drill method
(d) Discussion method

20. The Socratic method is known as
(a) Lecture demonstration method
(b) Discussion method
(c) Inquiry method
(d) Question – Answer method

21. Which is not true about projects
(a) It is a purposeful activity
(b) It is proceeded in social environment
(c) It is accomplished in real life
(d) It is teacher centred activity

22. Duration of lessons in macro-lesson plans is
(a) 5 - 10 min (b) 10 - 20 min
(c) 20 - 30 min (d) 35 - 45 min

23. In British approach of lesson planning, more emphasis is on
(a) Activity
(b) Teacher
(c) Content presentation
(d) Teacher and content presentation

24. American approach emphasizes
(a) Teacher
(b) Content presentation
(c) Learning objectives
(d) Methods

25. Which one is not the type of lesson plans on the basis of objectives
(a) Micro lesson plan
(b) Cognitive lesson plan
(c) Affective lesson plan
(d) Psychomotor lesson plan

26. Which is not true about lesson plan
(a) It develops confidence
(b) It helps in oderly delivery of contents
(c) It is developed by students
(d) It saves from haphazard teaching

27. A good drama does not include
(a) Interesting story
(b) Alive dialogues
(c) Very long play
(d) Subject full of feelings

28. Which is not the objective of Drama / role play
(a) Recreation and enjoyment
(b) Development of social skills
(c) Development of skills of conversation
(d) Do make rehearsals

29. Drama or role play is useful for teaching
(a) History
(b) Science
(c) Malts
(d) Language

30. The main types of teleconferencing identified are
(a) 2 (b) 3
(c) 4 (d) 5

31. Which is not the types of teleconferencing
(a) Audio teleconferencing

(b) Video teleconferencing
(c) T.V teleconferencing
(d) Computer teleconferencing

Which one is accountable in cooparative learning
(a) Individual (b) Group
(c) Both a & b (d) None of a & b

Cooperative learning is an alternative to
(a) Competitive models
(b) Teaching models
(c) Lesson plans
(d) Micro teaching

The number of students in cooperative learning groups are
(a) 3 - 4 (b) 5 - 6
(c) 8 - 10 (d) 10 - 15

The essential characteristic of cooperative learning is
(a) Effective learning
(b) Positive interdependence
(c) Cooperation
(d) Division of labour

The students like to spend the most of the time with
(a) Teachers (b) Parents
(c) Relatives (d) Peers

Peer culture constitutes
(a) Socialization (b) Individualization
(c) Both a & b (d) None of a & b

Which is not the advantage of team teaching
(a) Better utilization of resources
(b) Better planning
(c) Better use of teaching techniques
(d) Better financial benefits of teachers

The hypothesis underlying team teaching is
(a) Teachers feel bore while working alone
(b) Teacher are not competent
(c) The best teachers in schools are shared by more students
(d) The single teacher cannot control the class

CAI stands for
(a) Computer analyzed instruction
(b) Computer assisted instruction
(c) Computer assisted interview
(d) Computer analyzed interview

41. Which is not the mode of CAI
(a) Tutorial mode (b) Drill mode
(c) Simulation mode (d) Question mode

42. Example of psychomotor domain is that student:
(a) Demonstrates awareness to environmental pollution
(b) Performs an experiment
(c) Can compare results of two experiments
(d) Can narrate a story

43. Ability to develop a life style based upon the preferred value system is:
(a) Responding (b) Valuing
(c) Organizing (d) Characterizing

44. Example of cognitive domain is:
(a) Describe a topic
(b) Develop an X-ray film
(c) Type a letter
(d) Take responsibility for tools

45. At the highest level of hierarchy is:
(a) Understanding (b) Application
(c) Evaluation (d) Analysis

46. Student can design a laboratory according to certain specification in which category of objective?
(a) Analysis (b) Synthesis
(c) Evaluation (d) Knowledge

47. The number of domains in taxonomies of educational objectives is:
(a) Two (b) Three
(c) Five (d) Six

48. The highest level of cognitive domain is:
(a) Synthesis
(b) Analysis
(c) Comprehension
(d) Evaluation

49. The process of determing the value or worth of anything is:
(a) Test (b) Measurement
(c) Assessment (d) Evaluation

50. Educational objectives have been divided into:
(a) Two domains (b) Three domains
(c) Four domains (d) Five domains

51. Taxonomy of educational objectives was presented in:
(a) 1946 (b) 1956
(c) 1966 (d) 1976

52. The classification of cognitive domain was presented by:
(a) Benjamin S. Bloom
(b) Skinner
(c) Krathwhol
(d) Simpson

53. Cognitive domain have:
(a) Three subgroups
(b) Four subgroups
(c) Five subgroups
(d) Six subgroups

54. The lowest level of learning in cognitive domain is:
(a) Comprehension
(b) Application
(c) Knowledge
(d) Synthesis

55. The highest level of learning in cognitive domain is:
(a) Evaluation (b) Synthesis
(c) Analysis (d) Application

56. The right sequence of subgroups of cognitive domain is:
(a) Knowledge, Comprehension, Application, Synthesis, Analysis, Evaluation
(b) Knowledge, Comprehension, Application, Evaluation, Analysis, Synthesis
(c) Knowledge, Comprehension, Evaluation, Application, Analysis, Synthesis
(d) Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

57. Knowing / memorizing and recalling is concerned with:
(a) Comprehension
(b) Application
(c) Knowledge
(d) Evaluation

58. To grasp the meaning of the material is:
(a) Comprehension
(b) Application
(c) Knowledge
(d) Synthesis

59. To use previous learned material in new situation is:
(a) Comprehension
(b) Application
(c) Knowledge
(d) Analysis

60. To break down material into component parts to know its organizational structure is:
(a) Comprehension
(b) Application
(c) Analysis
(d) Synthesis

61. To put ideas together to form a new whole is:
(a) Evaluation (b) Synthesis
(c) Analysis (d) Application

62. To know the worth or value of material is:
(a) Analysis (b) Application
(c) Knowledge (d) Evaluation

63. The intellectual skills are reflected by:
(a) Cognitive Domain
(b) Affective Domain
(c) Psychomotor Domain
(d) None of above

64. Attitudes, values and interests are reflected by:
(a) Cognitive Domain
(b) Affective Domain
(c) Psychomotor Domain
(d) None of above

65. Which domain is concerned with physical and motor skills?
(a) Cognitive Domain
(b) Affective Domain
(c) Psychomotor Domain
(d) None of above

66. The focus of cognitive domain is:
(a) Physical and Motor Skills
(b) Intellectual Skills
(c) Attitudes and Interests
(d) None of above

67. The affective domain was classified by:
(a) Benjamin S. Bloom
(b) Simpson
(c) Krathwhol
(d) Bruner

68. Affective domain is divided into:
(a) Four subgroups
(b) Five subgroups
(c) Six subgroups
(d) Seven subgroups

The lowest level of learning in affective domain is:
(a) Responding (b) Valuing
(c) Attending (d) Organization

Which is placed at the highest level of learning in affective domain:
(a) Attending (b) Responding
(c) Organization (d) Characterization

Right order of sub-groups of affective domain is:
(a) Attending, Responding, Valuing, Characterization, Organization
(b) Attending, Responding, Characterization, Valuing, Organization
(c) Attending, Valuing, Responding, Organization, Characterization
(d) Attending, Responding, Valuing, Organization, Characterization

Willingness to attend to particular phenomenon is:
(a) Attending / Receiving
(b) Responding
(c) Valuing
(d) Organization

Which sub-group of affective domain focuses on active participation in:
(a) Attending / Receiving
(b) Responding
(c) Valuing
(d) Organization

Bringing together different values into a consistent value system is:
(a) Attending / Receiving
(b) Responding
(c) Valuing
(d) Organization

Affective domain focuses on adoption of a value system as a part of life style in:
(a) Responding
(b) Valuing
(c) Organization
(d) Characterization

Psychomotor domain was classified by Simpson in:
(a) 1962 (b) 1972
(c) 1982 (d) 1992

Affective domain was divided into subgroups by Krathwhol in:
(a) 1954 (b) 1964
(c) 1974 (d) 1984

78. Psychomotor domain was divided by Simpson in :
(a) Four subgroups
(b) Five subgroups
(c) Six subgroups
(d) Seven subgroups

79. The characteristic of behavioural objective is:
(a) Observable and Immeasurable
(b) Non-observable and measurable
(c) Observable and measurable
(d) None of above

80. The right sequence of sub-groups of psychomotor domain is:
(a) Perception, Set, Guided response, Mechanism, Complex overt response, Adaptation, Origination
(b) Perception, Complex over response, Set, Guided response, Mechanism, Adaptation, Organization
(c) Set, Origination, Guided response, Mechanism Complex overt response, Adaptation, Perception
(d) Guided response, Mechanism, Perception, Set, Adaptation, Organization, Complex overt response

81. Objective related to affective domain is:
(a) Student can paint a picture
(b) Student can draw a graph
(c) Student values honesty
(d) Student can write a letter

82. Bringing together scientific idèas to form a unique idea is:
(a) Application (b) Analysis
(c) Synthesis (d) Evaluation

83. Which is vast in scope:
(a) Teaching Tactic
(b) Teaching Technique
(c) Teaching Strategy
(d) Teaching Method

84. Students find/explore the informations themselves in:
(a) Lecture method
(b) Discovery method
(c) Both
(d) None

85. Teacher performs practically and explains in:
(a) Lecture method
(b) Discovery method
(c) Demonstration method
(d) Problem solving method

86. Role of student is active in:
(a) Discovery method
(b) Problem solving method
(c) Inquiry method
(d) All above

87. Micro teaching is a:
(a) Teaching method
(b) Teacher training technique
(c) Motivational technique
(d) None of above

88. What is the time of presentation in Micro teaching?
(a) 1 – 5 min (b) 5 – 10 min
(c) 10 15 min (d) 15 – 20 min

89. What is the No. of students in micro teaching?
(a) 1 – 15 (b) 5 – 10
(c) 10 – 15 (d) 15 – 20

90. Microteaching started in:
(a) 1950 (b) 1960
(c) 1970 (d) 1980

91. Microteaching focuses on the competency over:
(a) Methods (b) Skills
(c) Contents (d) None of above

92. Which is more suitable in teaching of science?
(a) Lecture method
(b) Demonstration method
(c) Discussion method
(d) Project method

93. Which one is exception?
(a) Books (b) Magazines
(c) Diagrams (d) T.V

94. Which is not included in print media?
(a) Books (b) Magazines
(c) Diagrams (d) T.V

95. How many senses a person uses while observing film?
(a) 1 (b) 2
(c) 3 (d) 4

96. How much knowledge is gained through the sense of seeing?
(a) 75% (b) 13%
(c) 6% (d) 3%

97. How much knowledge is gained through the sense of listening?
(a) 75% (b) 13%
(c) 6% (d) 3%

98. How much knowledge is gained through the sense of touch?
(a) 75% (b) 13%
(c) 6% (d) 3%

99. How much knowledge is gained through the sense of smell?
(a) 75% (b) 13%
(c) 6% (d) 3%

100. How much knowledge is gained through the sense of taste?
(a) 75% (b) 13%
(c) 6% (d) 3%

101. According to W. Therber, types of Models are:
(a) 2 (b) 3
(c) 4 (d) 5

102. Mock up models are those which explain:
(a) Principles or working of machine
(b) Internal structure
(c) External structure
(d) None of above

103. A field trip is arranged for:
(a) Making an excursion
(b) See other people doing things
(c) Note the meaning of action
(d) All of the above

104. Interest can be created in students in specific topics of study by the use of:
(a) Chalk board
(b) Fellalin
(c) Bulletin board
(d) All of the above

105. The most direct experience from the following is that of:
(a) Motion pictures
(b) Visual symbol
(c) Demonstration
(d) Field trip

106. What is true about Science Text Book?

(a) There is no difference between textbook and curriculum
(b) Our teachers take textbook as curriculum
(c) Our teachers do not take textbook as a part curriculum
(d) Textbook does not help in the selection of instructional activities

107. Which one is a standard for demonstration method?
(a) Students should observe the demonstration and teacher should not tell important finding
(b) To keep accuracy of results the teacher should dictate the result
(c) Demonstration should be pre-tested to remove the weakness in demonstration
(d) All of the above

108. Wragg has suggested how many numbers of students in a micro teaching class?
(a) 35 to 40 (b) 25 to 30
(c) 15 to 20 (d) 5 to 10

109. What is the merits of microteaching?
(a) Feedback helps in the improvement of method of teaching
(b) Due to shortage of time you divide the lesson plan into small units and thus gain mastery over the skill
(c) It helps in self evaluation and teacher build up confidence in them
(d) All of the above

110. Method based on the facts that students learn association, activity and cooperation is known as.
(a) Demonstration
(b) Project
(c) Problem-solving
(d) Discussion

111. Exhibition of Science fairs promote students ability of:
(a) Knowledge and comprehension
(b) Comprehension and application
(c) Higher order skills
(d) Lower order skills

112. The ultimate focus of scientific method is on:
(a) Hypothesis formulation
(b) Observations
(c) Experimentation
(d) Formulation of a law/theory

113. What is the first step in the Project metho of teaching?
(a) Determination of activities
(b) Determination of objectives
(c) Planning
(d) Distribution of work

114. Which one is NOT the Psychologi principle of teaching?
(a) Proceed from concrete to abstract
(b) Proceed from complex to simple
(c) Proceed from known to unknown
(d) Proceed from simple to difficult

115. Which is the SECOND step in the probl solving method?
(a) Testing hypothesis
(b) Recognition and definition of proble
(c) Conclusion
(d) Formulation of hypothesis

116. Which is the best method of teac Science at school level?
(a) Lecture (b) Analytical
(c) Direct (d) Demonstration

117. Which is not the step of scientific metho
(a) Observation (b) Experiment
(c) Prediction (d) Interview

118. The ultimate result of scientific method
(a) Development of knowledge
(b) Development of senses
(c) Both a & b
(d) None of a & b

119. Aims are:
(a) National expectations
(b) Institution expectations
(c) Learning expectations
(d) None of the above

120. Goals are at:
(a) National level
(b) Subject level
(c) Classroom level
(d) All of the above

121. Objectives are at:
(a) National level
(b) Subject level

(c) Classroom level
(d) All of the above

122. To promote science and technology is:
(a) Aim (b) Goal
(c) Objective (d) All of the above

123. To impart computer education is:
(a) Aim (b) Goal
(c) Objective (d) All of the above

124. To identify the parts of the computer is:
(a) Aim (b) Goal
(c) Objective (d) All of the above

125. "State first law of motion" indicates:
(a) Knowledge (b) Comprehension
(c) Application (d) Evaluation

126. "Elaborate with example, the first law of motion" indicates:
(a) Knowledge (b) Comprehension
(c) Application (d) Evaluation

127. Inquiry means:
(a) To investigate (b) To learn
(c) To teach (d) To find

128. Inquiry method includes:
(a) Observation
(b) Experiments
(c) Questioning answering
(d) Showing

129. Which one is the best for large group instruction:
(a) Lecture method
(b) Demonstration method
(c) Project method
(d) Inquiry method

130. Useful for higher classes is:
(a) Lecture method
(b) Demonstration method
(c) Project method
(d) Inquiry method

131. First component of lesson planning is:
(a) Objectives (b) Presentation
(c) Homework (d) Summary

132. The teaching method recommended for elementary school science in Pakistan is:
(a) Lecture method
(b) Project method
(c) Activity method
(d) Laboratory method

133. It is a learning log of students achievement:
(a) Project (b) Assignment
(c) Port Folio (d) Observation

134. Demonstration means:
(a) To perform (b) To develop
(c) To show (d) To observe

135. Herbert model for lesson planning has steps:
(a) Three (b) Four
(c) Five (d) Six

136. Discovery method is advanced method of:
(a) Heuristic method
(b) Inquiry method
(c) Both a & b
(d) None of a & b

137. The steps to be taken in Problem Solving Method are:
(a) Two (b) Three
(c) Four (d) Five

138. Method based on Dewey's philosophy is:
(a) Lecture method
(b) Demonstration method
(c) Inquiry method
(d) Project method

139. Who says that project is a purposeful activity:
(a) Dewey (b) Stevenson
(c) Ballard (d) Kilpatrick

140. Which is not the step of project method:
(a) Planning (b) Execution
(c) Analysis (d) Evaluation

141. Programmed learning was presented by:
(a) J. S. Bruner (b) Benjamin Bloom
(c) John Dewey (d) B. F. Skinner

142. Portfolio is the collection of:
(a) School record
(b) Teacher work
(c) Student work
(d) Office work

143. In programmed learning, learning takes place under:
(a) Natural conditions
(b) Artificial conditions
(c) Controlled conditions
(d) None of the above

144. Teaching method based upon the assumption of Herbert Spencer that the learner should be told as little as possible is:
(a) Heuristics Method
(b) Demonstration Method
(c) Discussion Method
(d) Lecture Method

145. An overall procedure which is adopted by a teacher to achieve certain goals is:
(a) Method (b) Technique
(c) Strategy (d) Tactic

146. Selection of different media for different students is done in:
(a) Role Playing
(b) Individualized Instruction
(c) Programmed Instruction
(d) Computer Assistant Instruction

147. A repeated performance of learning act until attainment of desired level of skill to do the act correctly is:
(a) Demonstration Method
(b) Problem Solving Method
(c) Project Method
(d) Drill Method

148. A process in which a small group assembles to communicate will each other, using speaking, listening and non-verbal processes in order to achieve instructional objectives is:
(a) Lecture Method
(b) Discussion Method
(c) Question Answer Method
(d) Demonstration Method

149. During discussion method, teacher passes/announces a:
(a) Exercise (b) Activity
(c) Topic (d) Question

150. The surface category in SOLO Taxonomy consists of:
(a) Five Stages (b) Four Stages
(c) Three Stages (d) Two Stages

151. The 'Surface' Category in SOLO Taxonomy consists of:
(a) Prestructural and Unistructural
(b) Unistructural and Multistructural
(c) Multistructural and Relational
(d) Relational and Extended Abstract

152. The 'deep' category in SOLO Taxonomy consists of:
(a) Prestructural and Unistructural
(b) Unistructural and Multistructural
(c) Multistructural and Relational
(d) Relational and Extended Abstract

153. Synthesis requires:
(a) Formulation of new structural material
(b) Understanding the structure of the material
(c) Judge the value of material
(d) Use the material in new situation

154. "The students will be able to translate a paragraph of English into Urdu" This objective fits in the category of cognitive domain:
(a) Knowledge (b) Comprehensive
(c) Application (d) Analysis

155. Microteaching is a technique of teaching:
(a) In classroom
(b) Subject in detail
(c) By more than one teacher
(d) A narrow and specific skill

156. The fixation of correct information through repetition is caused by:
(a) Lecture Method
(b) Demonstration Method
(c) Activity Method
(d) Drill Method

157. The domain which deals with physical abilities and coordination objectives is called:
(a) Affective Domain
(b) Psychomotor Domain
(c) Cognitive Domain
(d) Solo Taxonomy

158. Lecture method is generally described as:
(a) Teacher Centered
(b) Child Centered
(c) Activity Centered
(d) None of the above

159. The name of Heuristic method is derived from the Greek word:
(a) Hervules (b) Hero
(c) Heurises (d) None of the above

160. "Teaching is a form of interpersonal influence aimed at the changing the

behaviour potential of another is the view presented by:

(a) N.L. Gage
(b) Ned.A.Flanders
(c) M.C. Morrison
(d) Stones

161. Solo Taxonomy provides systematic way of describing the learner's:
(a) Ability (b) Understanding
(c) Performance (d) Skill

162. Lesson plan makes the work:
(a) Regular (b) Systematic
(c) organized (d) a, b, c

163. Simulation is an elaborate type of:
(a) Role play (b) Gaming
(c) Socio drama (d) All

164. Basic feature in lesson planning is:
(a) Content (b) Method
(c) Objectives (d) Evaluation

165. The method based on the psychological principle of "Trial and Error" is:
(a) Heuristic method
(b) Problem solving method
(c) Project method
(d) Activity method

166. A student performs a skill independently at the level of psychomotor domain is:
(a) Imitation
(b) Manipulation
(c) Precision
(d) Articulation

KEY MCQ's

1. (d) 2. (a) 3. (d) 4. (b) 5. (c) 6. (c)
7. (a) 8. (b) 9. (c) 10. (d) 11. (d) 12. (c)
13. (b) 14. (a) 15. (d) 16. (c) 17. (d) 18. (a)
19. (c) 20. (d) 21. (d) 22. (d) 23. (d) 24. (c)
25. (a) 26. (c) 27. (c) 28. (d) 29. (a) 30. (b)
31. (c) 32. (c) 33. (a) 34. (a) 35. (b) 36. (d)
37. (a) 38. (d) 39. (c) 40. (b) 41. (d) 42. (b)
43. (d) 44. (a) 45. (c) 46. (b) 47. (b) 48. (d)
49. (d) 50. (b) 51. (b) 52. (a) 53. (d) 54. (c)
55. (a) 56. (d) 57. (c) 58. (a) 59. (b) 60. (c)
61. (b) 62. (d) 63. (a) 64. (b) 65. (c) 66. (b)
67. (c) 68. (b) 69. (c) 70. (d) 71. (d) 72. (a)
73. (b) 74. (d) 75. (d) 76. (b) 77. (b) 78. (d)
79. (c) 80. (a) 81. (c) 82. (c) 83. (c) 84. (b)
85. (c) 86. (d) 87. (b) 88. (b) 89. (b) 90. (b)
91. (b) 92. (d) 93. (d) 94. (d) 95. (b) 96. (a)
97. (b) 98. (c) 99. (d) 100. (d) 101. (b)
102. (a) 103. (d) 104. (d) 105. (d) 106. (b)
107. (c) 108. (d) 109. (d) 110. (b) 111. (b)
112. (d) 113. (b) 114. (b) 115. (d) 116. (d)
117. (d) 118. (a) 119. (a) 120. (b) 121. (a)
122. (a) 123. (b) 124. (c) 125. (a) 126. (b)
127. (a) 128. (c) 129. (a) 130. (a) 131. (a)
132. (c) 133. (c) 134. (c) 135. (c) 136. (c)
137. (d) 138. (d) 139. (d) 140. (c) 141. (d)
142. (c) 143. (c) 144. (a) 145. (c) 146. (b)
147. (d) 148. (b) 149. (c) 150. (d) 151. (b)
152. (d) 153. (a) 154. (b) 155. (d) 156. (d)
157. (b) 158. (a) 159. (c) 160. (a) 161. (c)
162. (d) 163. (d) 164. (c) 165. (a) 166. (d)

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